

Canada – British Columbia

# Labour Market Agreement for Persons with Disabilities

*Annual Report 2008*



The Best Place on Earth

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## Minister's Message

**O**n behalf of the Province of British Columbia, I am pleased to present the *Canada-British Columbia Labour Market Agreement for Persons with Disabilities (LMAPWD) Annual Report, 2008*.

British Columbia is a Canadian leader in building the best system of support for persons with disabilities so they can live the life they choose, with access to supports that create healthy, inclusive and accessible communities.

To realize this vision, we continue to invest \$4.3 billion annually in a broad array of programs and services. We know that this investment makes a genuine difference in the lives of persons with disabilities and their families in communities across British Columbia.

Persons with disabilities and their advocates often emphasise that access to education and employment opportunities are key priorities for them. Our government has responded by implementing a number of innovative initiatives to open more doors to employment.

- The 10 by 10 Challenge to increase employment of persons with disabilities by 10 percent by the year 2010 is expanding with great success. The challenge has been accepted by more than 75 communities and 25 corporate participants to date and every month new communities accept the challenge.
- The Minister's Council on Employment for Persons with Disabilities continues to develop and expand the interactive Workable Solutions website, where employers looking to hire are connected with persons with disabilities looking for work.
- The Personal Supports Program is being implemented across the province. Using a citizen-centred approach, the centres give access to government, not-for-profit, and private sector services, tools and resources.
- The re-developed Employm.net Program for Persons with Disabilities continues to assist individuals to achieve their economic and social potential to the fullest extent possible.

In the past few years, a great deal has been accomplished, and many barriers have been removed to further include persons with disabilities in the workforce. There is still work to be done, and now is the time to further implement the Disability Strategy. It is only by becoming a more inclusive society that we will create a sustainable and growing quality of life for all.

I would like to thank staff of the Ministry of Housing and Social Development who prepared this report with contributions from the Ministry of Advanced Education and Labour Market Development, Ministry of Health Services and Community Living British Columbia for their hard work in making BC the best place on earth for persons with disabilities.

Rich Coleman  
*Minister of*  
*Housing and Social Development*

## Introduction

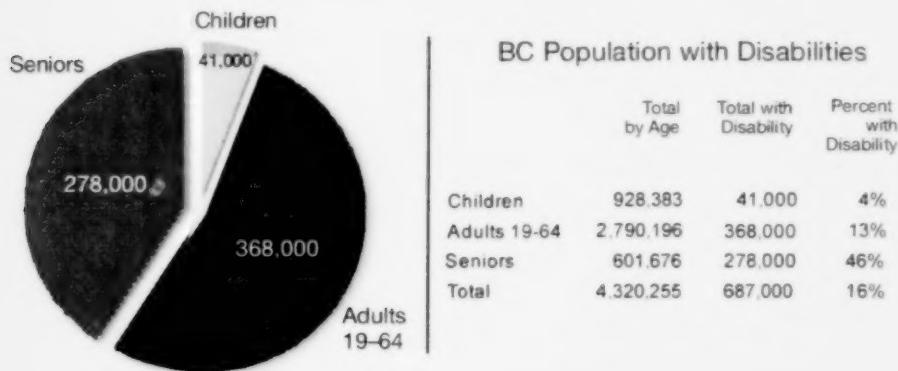
The 2008 Annual Report for the Canada-British Columbia Labour Market Agreement for Persons with Disabilities serves to inform the public of the initiatives and advancements made to improve the employment situation for British Columbians with disabilities. The release of the 2008 report is the fourth annual edition produced under the current agreement.

The report aims to showcase the numerous accomplishments, key initiatives and partnerships currently active in improving the employment situation for persons with disabilities. These activities support British Columbia's commitment to building the best system of support in Canada for persons with disabilities, those with special needs, children at risk and seniors. The Provincial Disability Strategy has been developed to deliver on this commitment. Also included in the report are a profile of persons with disabilities in British Columbia, provincial program expenditures, program and societal data, and active partnerships that make these initiatives possible.

The release of the report on December 3rd commemorates the United Nations International Day of Persons with Disabilities. The annual observance of the International Day of Persons with Disabilities, 3 December, aims to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. British Columbia's commitment to the full inclusion of persons with disabilities is already creating a more successful and fulfilling future for all British Columbians.

## Persons with Disabilities in British Columbia<sup>1</sup>

A person with a disability is an individual who has a physical, sensory and/or cognitive impairment that impacts their ability to independently complete daily living tasks and may reduce or alter the kind or amounts of activities they can participate in.



According to the 2006 Participation and Activity Limitation Survey, it is estimated that more than 687,000 British Columbians (16 percent of the population) have a disability. Of this population:

- 290,000 need assistive aids and devices
- 390,000 need help with everyday activities

The most common workplace modifications for persons with disabilities include:

- Modified work hours or days for 30 percent of women and 28 percent of men
- Job redesign for 24 percent of women and 28 percent of men
- Special chairs or back support for 22 percent of women

Today 46 percent of persons with disabilities in British Columbia are seniors, 65 years of age and older.

<sup>1</sup>Unless otherwise noted, data referenced in this section are based on "A Profile of Disability in Canada, 2006", 2006 Participation and Activity Limitation Survey (PALS), Statistics Canada, July 2008 and have been adjusted to include individuals living in residential care and First Nations Reserves. In the 2007 report, population estimates were taken from PALS 2001 and indexed to 2006 by age and population growth. This year's report uses actual PALS 2006 data. Further data are reported as societal indicators in Appendix 2, and are taken from the 2006 Survey of Labour and Income Dynamics (SLID).

## **Employment for Persons with Disabilities in British Columbia**

There are 368,000 persons with disabilities in British Columbia between the ages of 19 and 64. Collectively, this group represents 13 percent of the total working-aged population.

The skills and educational attainment of persons with disabilities are equal to, and in many cases surpass those of non-disabled persons. According to the Recruitment and Retention of Persons with Disabilities in BC Research Report on the British Columbia employment market, 90 percent of persons with disabilities rated average or better on job performance than their non-disabled colleagues, and 86 percent of persons with disabilities rated average or better on attendance. In addition, staff retention is 72 percent higher among persons with disabilities, saving millions of dollars each year in recruitment and training costs.<sup>2</sup>

More than half of those persons with disabilities who are not working believe they would be capable of working if barriers and disincentives were removed. Removing these barriers is often possible; however, much remains to be done to raise employer awareness on completely removing these barriers.

Persons with disabilities remain a relatively untapped labour pool in a time when the province is facing major labour and skills shortages. British Columbia has projected one million job vacancies to be filled by 2015, which creates an exciting opportunity for persons with disabilities to attain their employment goals and participate fully in their communities.

Labour market programs and partnerships are integral to increasing independence and employment for persons with disabilities in British Columbia, while all citizens and communities benefit from the unique skills and talents of this largely untapped human resource. Efforts must be made now to promote accessibility, inclusion and hiring initiatives for persons with disabilities in order for this population to take advantage of the employment opportunities arising due to labour shortages. Given the shrinking workforce in British Columbia, it is essential to see persons with disabilities as part of the solution to address the labour and skills shortages in the province.

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<sup>2</sup>Recruiting and Retaining Persons with Disabilities in British Columbia Research Report, WCG International, 2004. [www.workablesolutionsbc.ca/site/workable\\_solutions/pdfs/Research%20Report.pdf](http://www.workablesolutionsbc.ca/site/workable_solutions/pdfs/Research%20Report.pdf)

## **British Columbia's Initiatives for Persons with Disabilities**

The Government of British Columbia envisions a province where persons with disabilities have the assurance of stable, dependable support while experiencing opportunities in the workforce and fulfilling their aspirations of actively participating in their communities with opportunities equal to those of the non-disabled population.

Currently, British Columbia invests over \$4 billion annually on supports and services for persons with disabilities. Though efforts are being made, persons with disabilities continue to face barriers and obstacles from fully participating in the workforce. Some of the challenges government continues to address include:

- Many persons with disabilities do not have access to information regarding the supports and services available to them
- There is currently a high demand for assisted living facilities required to increase the independence of persons with disabilities
- There is a necessity to increase opportunities for persons with disabilities to access education and employment at all levels of the pay scale, in accordance with their talents, skills and capacity
- The wages for persons with disabilities are in many cases lower than their non-disabled counterparts as is shown in the Distribution of Earnings table in Appendix 2

The British Columbia Disability Strategy aims to find solutions to these challenges. The Strategy represents the collaborative effort between governments, community organizations and persons with disabilities to make British Columbia fully accessible and inclusive.

## **British Columbia's Disability Strategy**

The Disability Strategy supports government's commitment to be more responsive to the individual needs of persons with disabilities and to make our province fully accessible and inclusive. Under the Disability Strategy, there are numerous accomplishments as well as actions planned for the future.

### **Disability Strategy Vision**

The vision of the Disability Strategy states that *BC is a leader in Canada as a place where persons with disabilities live the life they choose, enabled by an innovative, integrated system of networked services and personal supports that generate and sustain welcoming, accessible, and inclusive communities.*

The Disability Strategy also supports government's Great Goal 3, to "Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk and seniors." The Ministry of Housing and Social Development is leading the Disability Strategy across ministries.

## Disability Strategy Focus

1. Integrated Services/Citizen-Centred Service Delivery
2. Personal Supports
3. Housing
4. Accessibility and Inclusion
5. Employment and Income

## Increasing Employability

A key component of the British Columbia Disability Strategy is the *Employment Strategy for Persons with Disabilities (ESPD)*. This strategy reflects the principles of self-sufficiency and the active participation of individuals in reaching their economic and social goals.

The Employment Strategy includes elements of assistance, supports and opportunities for persons with disabilities provided through the delivery of citizen-centred services designed to support individual needs for labour market participation. The Strategy also involves engaging employers as partners and increasing their awareness about creating more accessible and inclusive workplaces for persons with disabilities.

For many people with disabilities, paid or voluntary work, whether full or part time is key to independence and full participation in their communities.<sup>3</sup>

Two of the primary components of the Employment Strategy are the Minister's Council on Employment for Persons with Disabilities and the Employment Program for Persons with Disabilities (EPPD).

### ***Minister's Council on Employment for Persons with Disabilities:***

The mandate of the Minister's Council on Employment for Persons with Disabilities is to address existing issues for persons with disabilities in labour market activity, participation, employment opportunities and how to connect employers with persons with disabilities. The Council is a call to action that serves as a partnership between government, business, education, community based organizations and persons with disabilities, all with the aim of increasing the employment, employability and independence of persons with disabilities in British Columbia.

A key initiative of the Council is the 10 by 10 Challenge, which is to increase employment of persons with disabilities by 10 percent by 2010; this equates to approximately 10,000 new jobs for persons with disabilities in British Columbia.

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<sup>3</sup>Federal, Provincial, Territorial Ministers Responsible for Social Services In Unison 2000: Persons with Disabilities in Canada. 32.

### ***Employment Program for Persons with Disabilities:***

The Employment Program for Persons with Disabilities (EPPD) was redeveloped and reintroduced in July 2007. EPPD provides a range of specialized services to help individuals with disabilities participate in their communities, pursue their employment goals as they are able, increase their self reliance and build skills and experience that may lead to further employment or volunteer opportunities. This program is intended to assist persons with disabilities to achieve their economic and social potential to the fullest extent possible. Contracts worth \$18 million have been awarded to three community-based service providers to deliver the core EPPD services.

In addition to the core EPPD service contracts, supplementary contracts worth \$3 million have been awarded to twenty community-based service providers. The primary goal of the EPPD supplementary services is to prepare people for core EPPD services or other avenues to employment.

## **Disability Strategy Progress to Date**

British Columbia has a strong foundation to build on:

- Investing over \$4 billion annually in disability supports and services
- A Canadian leader in:
  - social housing
  - community living programs
  - income assistance (the third highest rate for persons with disabilities in Canada)
  - education (the highest percentage of persons with disabilities with at least a high school education and the second highest percentage with post-secondary training)
- The only subsidized bus pass for low-income persons with disabilities in Canada
- “The most accessible city in the world” for persons with disabilities (Vancouver), with an airport that exceeds national and provincial building code standards for accessibility
- The Minister’s Council on Employment for Persons with Disabilities.

## **Disability Strategy Accomplishments – April 2007 to March 2008**

- Invested \$37 million to increase the disability assistance shelter rate (April 2007)
- Increased the Guide Animal Supplement (April 2007)
- Invested \$2 million to create a Measuring Up Accessibility and Inclusion Fund, which supports up to \$25,000 grants for community projects aimed at increasing accessibility and inclusion (April 2007)
- Streamlined processes were provided for individuals transitioning to disability assistance from both the Ministry of Children and Family Development’s At Home Program and the federal government’s on-reserve disability assistance program (April 2007)

- Launched the toll-free Personal Supports Information Line to help people with disabilities anywhere in the province to access information on how to obtain equipment and assistive devices (May 2007)
- Provided a \$2 million grant to expand the Canadian Red Cross Medical Equipment Loan Service, enhancing British Columbian's access to mobility aids and devices (May 2007)
- Provided a \$355,000 grant to the Alliance for Equality of Blind Canadians to help visually impaired British Columbians to cover the cost of low-tech visual aids (May 2007)
- Invested \$1.44 million to support 2010 Legacies Now's Accessible Tourism Initiative to ensure that persons with disabilities can enjoy all that British Columbia has to offer (May 2007)
- Standardized payment for disability assistance recipients residing in Community Living British Columbia facilities (June 2007)
- Implemented the new, integrated Employment Program for Persons with Disabilities (July 2007)
- Funded a \$750,000 grant to the University of Victoria's CanAssist team to build individualized technology for persons with disabilities, including high tech wheelchair modifications and eye-tracking communication systems (July 2007)
- Invested \$900,000 to support 2010 Legacies Now's Access Works program, which will help young persons with disabilities benefit from employment and volunteer opportunities resulting from the 2010 Olympic and Paralympic Winter Games (September 2007)
- Provided a \$4.2 million grant to BC Association for Individualized Technology and Supports for communication devices and services that help young adults with disabilities (October 2007)
- British Columbia first to announce it will fully exempt the federal government's Registered Disability Savings Plan when calculating clients' eligibility for disability assistance (November 2007)

## **Disability Strategy Actions – April 2008 onward**

### **1. Integrated Services/Citizen Centred Service Delivery**

- Temporarily amended the Community Living Act to outline criteria currently used to determine if adults with developmental disabilities are eligible for services from Community Living British Columbia (July 2008) and created a government/community Task Force to propose improved eligibility criteria.
- Launched the Personal Supports website ([www.personalsupports.bc.ca](http://www.personalsupports.bc.ca)) with information and links to government and non-profit programs that provide equipment and assistive devices and other personal supports to persons with disabilities in British Columbia (August 2008)
- Continued to simplify application processes and align, where possible, program criteria across government to give persons with disabilities easier access to supports and services

- Worked to develop a web-based system that allows agencies that use the Ministry of Housing and Social Development's definition of Person with Disability status to verify eligibility for provincial disability assistance without asking the individual to provide documentation
- Opened two Personal Supports Centres\*, which use simplified processes and information-sharing to make services easier to access for persons with disabilities (\*as of October 2008)
- Launching a pilot program in partnership with the Canadian Mental Health Association-BC Region using peer support to improve access to disability assistance for people with mental illness

## 2. Personal Supports

- Provided \$500,000 to the Western Institute for the Deaf and Hard of Hearing for low-tech assistive hearing devices to help British Columbians with a hearing loss (April 2008)
- Provided an additional \$500,000 to the Communication Assistance for Young Adults program to expand their services to adults up to 35 years of age (April 2008)
- Provided a \$3 million grant to allow the University of Victoria's CanAssist to expand their leading edge technology program and help more British Columbian's with their assistive technology needs (May 2008)
- Continued development of the Personal Supports Program, which will improve access to programs and services for people with disabilities:
  - Provided \$657,000 in funding to the Victoria Disability Resource Centre to set up and operate, through to 2010, the Personal Supports Centre in Victoria (Oct 2008)
  - Provided \$480,000 in funding to Employment Action to set up and operate, through to 2010, the Personal Supports Centre in Prince George
  - Continued to work with the disability community to develop Personal Supports Centres for the East Kootenays, Nanaimo and the Lower Mainland
- Provided \$500,000 to the Western Institute for the Deaf and Hard of Hearing for a pilot program to provide essential, low-tech assistive hearing devices to help British Columbians with a hearing loss (April 2008)
- Promoted the creation of personal networks for persons with disabilities to assist family, friends and neighbours offer support, monitoring advocacy, independence, companionship and caring (ongoing)
- Increased the participation of persons with disabilities in the Choice in Supports for Independent Living program and ensuring program clients have the information, tools and supports they need.

## 3. Housing

- Created 1,500 new supportive housing units (bringing the total to 3,500) and committed to an additional 2,300.
- Starting therapeutic communities for housing and long-term treatment of individuals with chronic substance abuse.

#### 4. Accessibility and Inclusion

- Invested an additional \$620,000 in 2010 Legacies Now's Measuring Up Accessibility and Inclusion Fund to support more community projects aimed at improving accessibility for people with disabilities (April 2008)
  - 59 communities assisted to date with a variety of accessibility-related projects, which included developing employment programs for people with disabilities, hosting accessible community events and improving the accessibility of community washrooms and recreation centres

#### 5. Employment and Income

- Contracts worth \$900,000 awarded to six-community based service providers to deliver supplemental employment services as part of government's \$21 million a year Employment Program for Persons with Disabilities (April 2008)
- Provided a \$1 million grant to the National Institute of Disability Management and Research to promote and enhance return-to-work and disability management programs that will help British Columbians workers return to or remain in the work force when disabling conditions arise (June 2008)
- In partnership with Community Living British Columbia (CLBC), awarded contracts worth \$1.1 million to eight community-based service providers to provide Customized Employment Services to British Columbians with developmental disabilities (an approach uniquely tailored to individual needs that is designed to help developmentally disabled people find and keep employment) (July 2008)
- Announced the acceptance of the 10 by 10 Challenge in more than 75 BC municipalities and 25 corporate participants, and continued to promote hiring of persons with disabilities as a solution to labour shortages (October 2008)
- Expanding employment programs for persons with disabilities funded through the new Labour Market Agreement
- Developing Partnerships with the private sector for the Social Enterprise Investment Fund financial services sector, providing long-term loans or equity investment to social ventures that serve or hire persons with disabilities

Ongoing Initiatives include:

- Ensuring persons with disabilities can move seamlessly between programs as their goals, plans and needs change
- Integrating federal and provincial services for Aboriginal people with disabilities
- Supporting accessible and inclusive communities by promoting the use of the Measuring Up tool
- Promoting the active participation of persons with disabilities in the BC Public Service
- Continuing to work with stakeholders to improve the delivery of personal supports

## **Partnerships**

### ***2010 Legacies Now***

2010 Legacies Now is a not-for-profit organization that works in partnership with community organizations, non-government organizations, the private sector and all levels of government to develop sustainable Vancouver 2010 Olympic legacies in sport and recreation, arts, literacy and volunteerism.

### ***British Columbia Aboriginal Network on Disability Society (BCANDS)***

BCANDS works with the Ministries of Housing and Social Development and Aboriginal Relations and Reconciliation to provide a variety of support services and resources to help Aboriginal persons with disabilities.

### ***Community Living British Columbia***

Some supported work programs, provided through agencies funded by Community Living British Columbia (CLBC), are linked with employers or associations of business and professional leaders like the Rotary Club, to find ways to accommodate diversity and create meaningful jobs. CLBC consults regularly with advocacy organizations and chairs a number of provincial and regional reference groups comprised of service providers, consumers and families whose mandate is to develop or enhance services which support the full participation of adults with developmental disabilities in their communities.

In addition, CLBC has established Community Councils throughout the province that will have business representation and it is expected that increased access to meaningful employment opportunities will be included as a priority for members of these groups. CLBC, Ministry of Housing and Social Development and the British Columbia Association for Community Living have also partnered on workshops and initiatives to increase access by individuals with developmental disabilities to the labour market.

### ***Employment Program for Persons with Disabilities Service Providers***

Through the Employment Program for Persons with Disabilities (EPPD), the Ministry of Housing and Social Development is working closely with service providers to identify service delivery issues and opportunities which result in operational refinements and improved citizen-centred services for EPPD clients.

### ***Persons with Disabilities Advisory Committee (PWDAC)***

PWDAC brings together 13 community organizations with federal and provincial governments to influence government programs and services. In addition to promoting the inclusion of persons with disabilities in all federal and provincial training and employment programming in British Columbia, PWDAC facilitates the reduction and/or elimination of systemic barriers to federal and provincial services. PWDAC's goal is to achieve full and equitable employment for persons with disabilities throughout British Columbia. This past year, PWDAC has focused on the transition of the Labour Market Development Agreement, implementation of the Labour Market Agreement and delivery of the Employment Program for Persons with Disabilities.

### ***Post-Secondary Institutions***

The Ministry of Advanced Education and Labour Market Development funds public post-secondary institutions across the province to deliver disability services and programs to students with disabilities. The Disability Services and Adult Special Education Articulation committees hold annual meetings together with ministry staff to discuss how to meet the programming and service needs of students with disabilities and make a series of recommendations on what is needed to get there.

### ***Provincial Equipment and Assistive Devices Committee (PEADC)***

PEADC was formed in September 2003 in response to shared concerns surrounding the confusion, complexity and lack of resources associated with access to equipment and assistive devices for people with disabilities. As a key partner in the Disability Strategy, PEADC has been instrumental in helping government design and establish the Personal Supports Information Line, Personal Supports website and the Personal Supports Centres.

### ***Provincial Health Authorities***

Health Authorities meet regularly with advocacy and consumer organizations to consult on disability services and other rehabilitation programming in their regions.

## **The Path Ahead**

Government and community partnerships are a cornerstone of the British Columbia Disability Strategy. Input from various partner organizations helps to determine and address barriers in society that persons with disabilities face in achieving their employment and quality of life goals. Through collaborative efforts between governments and community organizations, most challenges faced can be overcome.

## **Canada-British Columbia Labour Market Agreement for Persons with Disabilities (LMPWD)**

British Columbia and Canada entered into the Labour Market Agreement for Persons with Disabilities in March 2004. Programs and services cost-shared under the LMAPWD are one aspect of the wide range of initiatives available in British Columbia to address the needs of persons with disabilities.

Federal/Provincial/Territorial governments have been working collaboratively on disability issues for over 46 years. The collaboration began in 1962 with the Vocational Rehabilitation of Disabled Persons (VRDP) agreement, in which funding arrangements between the federal and provincial governments were established to provide comprehensive programs for the vocational rehabilitation of persons with disabilities.

In 1998, In Unison articulated a federal/provincial/territorial vision of full citizenship for persons with disabilities in Canada. Employment was identified as a key building block for achieving independence and full participation in the community. To help address barriers

faced by persons with disabilities entering and staying in the labour market, governments have worked to provide appropriate programs and services.

British Columbia entered into the Employability Assistance for Persons with Disabilities (EAPD) agreement in 1998. EAPD provided support measures enhancing the participation of persons with disabilities in the labour market. During that time, the Government of Canada agreed to contribute 50 percent of the cost of eligible programs and services in British Columbia, up to \$27 million annually.

A framework for a Comprehensive Labour Market Strategy (2002) served to guide the development of a new agreement to replace EAPD. The result is the LMAPWD, a multilateral framework which provides greater flexibility in funding activities and increased accountability requirements focusing on outcomes and public reporting. The Agreement recognizes the highly individual nature of disability and the individualized approaches that are required to improve the employment situation of persons with disabilities.

It is now understood that working towards equal opportunities for persons with disabilities requires using a case by case approach. Outcomes from these programs vary with each individual. A lack of knowledge concerning the issues and challenges faced by persons with disabilities is gradually being overcome and an evolution has taken place in the way we understand these challenges and evaluate program results.

When the Canada-British Columbia LMAPWD was signed in March 2004, as in previous agreements, the federal government continued to contribute to the development and delivery of programs and services to support persons with disabilities in their efforts to participate successfully in the labour market. Also in March 2004, the federal budget included an additional \$30 million nationally for labour market agreements. As a result, British Columbia's funding increased by \$3.7 million for a total maximum federal contribution of \$30.7 million. The province's annual investment in the programs and services under the agreement now exceeds the cost-matching portion for federal funds. British Columbia's current projected expenditures under this agreement for all programs and services for persons with disabilities are estimated to be \$90 million for 2008/2009.

The Government of British Columbia acknowledges the financial contribution of the Government of Canada to the LMAPWD. The cost sharing agreement currently expires on March 31, 2009. Discussions for the future of the agreement are underway.

## Program Components

The programs and services summarized in this section and in Appendix 1 are those that have been cost shared with the federal government and most directly relate to the principles and goals of the LMAPWD.

The underlying principle of the agreement is that persons with disabilities should be fully included in Canada's social and economic mainstream. The primary goal of the LMAPWD is to improve the employment situation of persons with disabilities. To achieve this goal, British Columbia has committed to enhance the employability of persons with disabilities, contribute to removing barriers to accessibility, increase employment opportunities and build on the existing knowledge base.

It is recognized that persons with disabilities should have easily accessible, mainstreamed and targeted employment programming, and services should be individualized, holistic and linked to other support systems to ensure successful participation in the labour market. A diverse set of approaches is required to support both persons with disabilities and employers, and foster the self-reliance of persons with disabilities that is crucial to achieving full inclusion.

Five key priority areas of the LMAPWD are:

- Education and Training
- Employment Participation
- Employment Opportunities
- Connecting Employers and Persons with Disabilities
- Building Knowledge

British Columbia has five general service areas for its strategic initiatives which target these priorities and are cost-shared under the LMAPWD:

- Ministers Council on Employment for Persons with Disabilities (Ministry of Housing and Social Development)
- Employment Program for Persons with Disabilities (Ministry of Housing and Social Development)
- Supported Work Placement (Community Living British Columbia)
- Mental Health and Addictions Services (Ministry of Health Services)
- Post-Secondary/Adult Education Disability Services and Programs (Ministry of Advanced Education and Labour Market Development)

The LMAPWD agreement differs from the earlier agreements in that it provides British Columbia with greater flexibility in the design of programs and services, and it increases accountability through public reporting requirements that focus on the outcomes of these efforts.

The following table provides a summary of the 2008/09 planned expenditures by service area:

**Programs and Services Cost-Shared Between BC and Canada under the LMAPWD**

INITIATIVES	2008/09 PLANNED EXPENDITURES
<b>Ministry of Housing and Social Development</b>	
Minister's Council on Employment for Persons with Disabilities	500,000
Employment Program for Persons with Disabilities (EPPD) <sup>4</sup>	21,000,000
Volunteer Initiatives	5,305,000
Sub-total	<b>\$ 26,805,000</b>
<b>Community Living British Columbia</b>	
Supported Work Placement <sup>5</sup>	9,320,000
Sub-total	<b>\$ 9,320,000</b>
<b>Ministry of Health Services</b>	
Mental Health and Addictions Services	23,166,000
Addictions Services	13,580,000
Sub-total	<b>\$ 36,746,000</b>
<b>Ministry of Advanced Education and Labour Market Development</b>	
Disability Services	5,759,446
Adult Special Education	8,700,169
College and Institute Library Services	490,000
Post Secondary Communication Access Services <sup>6</sup>	213,000
Interpreting Services	1,380,000
Program for Institutional Loans of Adaptive Technology	125,880
Assistance Program for Students with Permanent Disabilities	800,000
Sub-total	<b>\$ 17,468,495</b>
<b>TOTAL</b>	<b>\$ 90,339,495</b>

<sup>4</sup>Employment Programs for Persons with Disabilities was formerly reported as two separate program areas. Because they are now integrated, the narrative information has changed to reflect the integration, and the expenditure information is combined for 2008/09.

<sup>5</sup>Supported Work Placement was formerly reported on by the Ministry of Children and Family Development. In July 2005, program responsibility was transferred to Community Living British Columbia, the Crown Agency responsible for adults with developmental disabilities.

<sup>6</sup>Post-Secondary Communication Access Services was referred to as a grant in the 2005 Annual Report, and was formerly called Interpreting Services Project (ISP) and was reported as such in the 2004 Baseline Report.

## Conclusion

The Government of British Columbia has demonstrated that it is committed to increasing the accessibility and inclusion of persons with disabilities in every aspect of life, from social supports and housing to employment opportunities and training. Through common efforts with the federal government, including the programs cost-shared under the LMAPWD, and through other initiatives in British Columbia, we are in the process of creating a more supportive environment for persons with disabilities to meet their aspirations.

For its part, government is shifting from a program-centred to a citizen-centred service delivery model, and is reviewing disability program eligibility criteria to enhance accessibility to program options wherever possible. While government's actions will help enhance the employability, access and inclusion of persons with disabilities in British Columbia, it will take every citizen's effort to truly remove the barriers that prevent persons with disabilities from fully engaging in our communities.

Government recognizes the need for ongoing engagement with our stakeholder community and service providers, in order to identify what remains to be done. It is essential that we maintain partnerships with various levels of government as well as the private sector to ensure coordination of our efforts; we need employers to recognize the high quality of contributions persons with disabilities can make to their organizations. Most importantly, society needs to move beyond the myths, biases and pre-conceptions held toward persons with disabilities. The legacy for everyone involved is win-win: sustainable communities in which everyone has an equal opportunity to contribute, including persons with disabilities.

British Columbia also recognizes and appreciates the efforts of our partners across government, the private sector and stakeholder communities in contributing to building the best system of services and supports for persons with disabilities in British Columbia. These collaborations are essential for our continued learning of the issues that affect persons with disabilities and how we can be most effective in supporting the disability community in reaching their goals.

In spite of all efforts invested over the years, much remains to be done in improving the labour market situation for persons with disabilities. We must now take advantage of the immense human resource available to the labour market so all of society can reap the benefits that the removal of psychological barriers, full access, inclusion and participation in the labour force can have on all British Columbians collectively.

## Appendix 1

### Review of LMAPWD Cost-Shared Programs and Services in British Columbia

This appendix provides descriptive information on all components of British Columbia LMAPWD cost-shared programming. The descriptions are listed by Ministry. For each program or service, information required under the LMAPWD is provided under relevant sub-headings.

The program review includes objectives, descriptions, target populations and priority areas of the LMAPWD which are being addressed for programs and services cost-shared under the Agreement.

This year's report is the third to also include program indicators,<sup>7</sup> reporting on program success in 2007/08. Indicators are those facts, success stories, and summaries of results that provide feedback about the relative value of the programming. Where available, numbers of participants and their outcomes are reported with statistics and narratives of individual experiences.

The Government of British Columbia is committed to reporting on programs and will strive to improve the quality and effectiveness of reporting over time.

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<sup>7</sup>The program descriptions provided are for those programs implemented during the 2007/2008 fiscal year. Program indicators, however, are available following the reporting period, so are reported for the previous year, 2006/2007, unless otherwise indicated.

## Ministry of Housing and Social Development

### Minister's Council on Employment for Persons with Disabilities

#### *Council Objectives:*

The objective of the Minister's Council on Employment for Persons with Disabilities (Minister's Council) is to advise the Minister of Housing and Social Development on solutions and strategies for increasing the employment, employability and independence of persons with disabilities, particularly through partnerships with business and industry throughout British Columbia.

The Minister's Council is a "call to action" and a positive challenge to British Columbia's business community to participate in finding concrete solutions to the low employment rate among British Columbians with disabilities.

#### *Council Description:*

The Minister's Council was established in January 2003 and is comprised of 25 top executives from private sector businesses, the disability community, government and education/training sectors. The Council is chaired by Honourable Rich Coleman, Minister of Housing and Social Development and co-chaired by Mayor Sam Sullivan of the City of Vancouver.

The Minister's Council undertakes initiatives and partnerships that engage the business community to increase the number of persons with disabilities participating in the workforce. The Minister's Council supports employers and communities by providing a number of tools and resources on recruitment and retention and building accessible and inclusive communities. Minister's Council initiatives also aim to connect the supply and demand by connecting employers and job seekers with disabilities. Current tools and initiatives supported by the Minister's Council include:

- 10 by 10 Challenge – a challenge to communities and industry in BC, to take action on increasing employment for persons with disabilities by 10 percent by the year 2010
- Speakers' Bureau – an initiative which extends the Minister's Council's "call to action" through presentations that make the business case to employers for hiring persons with disabilities, and provides the tools to assist in the process
- Disability Supports for Employment Fund – a \$25 million endowment fund that makes available approximately \$1.25 million each year to support innovative projects that provide disability supports to enhance the capacity of agencies and communities to support adults with disabilities to secure and retain meaningful employment, self-employment and volunteer work
- WorkAble Solutions – an initiative to connect BC employers to persons with disabilities by providing valuable employment resources and support. WorkAble Solutions tools include:

- **www.WorkAbleSolutionsBC.ca** – a free job posting website where job seekers with disabilities can post their personal profiles and employers can search for new talent. Users can also utilize the many employment resources provided through the website
- Research Report on Recruitment and Retention of Persons with Disabilities in British Columbia
- Employer Handbook on Recruiting and Retaining Persons with Disabilities in British Columbia
- Corporate Video – a short informative tool that offers employers a summary of the benefits of recruiting and retaining people with disabilities in their organizations

***Target Population:***

Job seekers with disabilities, employers and communities

***Priority Areas Addressed Under the LMAPWD:***

- Connecting employers and persons with disabilities
- Building knowledge

***Commentary on Indicators:***

Minister's Council is a strategic body whose goals include raising awareness, demonstrating leadership and creating partnerships. It is difficult to capture comprehensive data on numbers of participants in the various initiatives or the numbers of persons with disabilities employed as a result of these initiatives.

The intended audience for the ongoing initiatives is employers, persons with disabilities, and the general public. Marketing activities are meant to complement each other and support other programs and services for the employment of persons with disabilities.

There are currently over 75 communities and more than 25 corporate participants on board the 10 by 10 Challenge.

There are nearly 200 employers and over 1,600 job seekers registered on the WorkAble Solutions website.

In April 2007, the year-long WorkAble Solutions Marketing and Mentoring Project launched to build on the success of the 2005 BC Employer/Persons with Disabilities Inclusion Marketing Pilot Project. The recent project aimed to build a presence with employers in British Columbia through the training and support of a marketing team comprised of six persons with disabilities representing each region of the province. Businesses contacted ranged from small to large within various industries. The marketers exceeded deliverables by completing 315 employer site visits which more than doubled the initial target number.

In addition to one-on-one employer site visits, the team of marketers presented the WorkAble solutions tools to employers during luncheon presentations, job fairs, conferences, tradeshows, chamber of commerce and Rotary Club meetings allowing for

over 200 additional employers to gain information on the initiative bringing the total number of employers reached to over 500.

The mentorship component allowed each marketer to team up with a professional within the private and public sector. The program aimed to increase the marketer's skills, knowledge, abilities and professional networks, and assist them in their career development.

Each marketer and mentor collaborated to identify goals and objectives that were executed throughout the mentorship program. As a result, three marketers secured full-time permanent employment through networks established during the program and the support of the project manager. Another marketer continued the mentorship relationship and is working on the development of a business plan and gaining business networks. The marketers described the mentorship component as an invaluable experience with positive results.

## **Employment Program for Persons with Disabilities (EPPD)**

### ***Program Objectives:***

To meet the needs of persons with disabilities who wish to work or volunteer, the Ministry provides a specifically designed employment program. EPPD provides a range of specialized services to help persons with disabilities participate in their communities, pursue their employment goals as they are able, increase their self-reliance and build skills and experience that may lead to further employment or volunteer opportunities. Participation in EPPD is voluntary. Employment under EPPD includes part time or full time paid employment, self employment or volunteer employment.

### ***Program Description:***

EPPD services are intended to meet the needs of clients who have a significant medically verified disability that is a primary barrier to employment and provide individualized responses to address those barriers. Service providers work with clients to complete comprehensive assessments and develop individual plans to enhance clients' job readiness, employability skills, and obtain and/or maintain employment. Service providers are expected to work with clients to set and achieve reasonable employment goals.

The Ministry is also allocating an additional \$2 million to fund supplemental, innovative services not covered by the full range of EPPD services. Targeted groups for supplemental services include: Aboriginal persons with disabilities, the blind and visually impaired, persons with developmental disabilities, the deaf and hard of hearing, persons with neurological disabilities, and persons with physical disabilities and brain injuries.

EPPD service delivery principles are as follows:

- EPPD will continue to be flexible and responsive to the needs of each client as an individual, through both direct services to the client and linkages to other existing programs and services

- EPPD will be delivered and managed in a streamlined manner that is congruent with the Ministry's strategic direction, legislation, policies, regional delivery structure, and is based on previous experiences, stakeholder consultations and lessons learned from experiences in various jurisdictions, including British Columbia

The 2008/2009 EPPD budget is \$21 million and is allocated as follows:

#### Core EPPD Services

- \$16.5 million for eight provincial geographically defined service delivery areas
- \$1.5 million for services for two disability specific groups (physically disabled and mental health)

#### Supplementary EPPD Services

- \$2 million for services that are supplemental or complementary to the Core EPPD
- \$1.0 Million for the adaptive technology loan bank

#### *Target Population:*

EPPD clients are those British Columbians whose primary barrier to employment is their disabling condition; clients may also have other significant employment barriers that need to be addressed. EPPD clients may or may not be in receipt of income assistance.

#### Priority Areas Addressed Under the LMAPWD:

- Employment participation
- Employment related education and training
- Employment supports

#### *Commentary on Indicators:*

In November 2005, a review of EPPD program delivery was completed. The results determined a need to integrate the services offered through the program, specifically the integration of pre-employment services into EPPD. In order to address these issues, and develop a strong business model and robust reporting structure, the existing EPPD contracts were extended for one year to June 2007. In July 2007, the new EPPD program was launched.

During the official transition period (July 1, 2007, to Sept 30, 2007) there were 4,000 transitioning clients to the new integrated service delivery model; EPPD currently serves approximately 5,000 clients per year.

The number of clients who enrol and complete EPPD is potentially a useful base indicator of program success. When clients enrol in EPPD, it is assumed that they will obtain some improved understanding of their abilities and employment options. The number of clients who receive disability supports is also an indicator of the program's objective of reducing barriers to employment.

### ***EPPD Success Stories:***

Success stories are not summative indicators, but provide a more comprehensive understanding of outcomes. The following are examples of employment outcomes from EPPD:

#### **Example 1:**

Mary is a 46-year-old woman diagnosed with Schizophrenia, receiving care from a mental health team, and financial assistance (Persons with Disabilities assistance) from the Ministry of Housing and Social Development. Mary was referred to the EPPD program at Gastown Vocational Services (GVS) and had been unemployed for the past three years. Mary's difficulties included suspiciousness, withdrawal, slowness in thinking and fatigue.

Mary received a comprehensive psychological vocational assessment, which helped her to identify her vocational strengths and to plan realistic occupational options. The report recommended several options, but the one that appealed to Mary the most was the option of office administration. This option fit nicely with Mary's vocational interests and personality traits. Mary attended stress management and assertiveness workshops at GVS, as well as regular vocational/life-skills counselling. Following career research, Mary enrolled and successfully completed a part-time training program at a local college. (A full-time training program was considered to be too stressful). Accommodations for part-time study were arranged through the Disability Resource Counsellors at the local college. GVS supported Mary throughout her college program, helped her to develop interview skills and helped her to market herself when she was ready for her job search. Mary has now has been successfully employed for the past year as an administrative assistant for a local business, working 20 hours per week.

#### **Example 2:**

Two years ago, at age 42, Dee returned to school for a four-year program to become a plumber, the only woman in her class. She has a severe learning disability, reading at a grade three level. Using assistive technology, she can now read the plumbing and building code manuals. And, she absolutely loves her work!

Dee has received a variety of technology as her coursework has changed; each has its benefit, all are positive but none have been able to handle the rigors of the detailed information she has needed to access this past year. Other students are able to look up the plumbing codes and safety requirements in their manuals, but Dee has difficulty finding the correct section in the book due to her disability. When she does find what she is looking for, it takes her a long time to read and process the information.

She started with a tape recorder as all the manuals were on tape so she could listen to the information she needed. Hearing the codes was more helpful than reading the codes but searching the tapes for the right section was tedious.

Her next loan of assistive technology was a Victor Reader, an e-text reader as her new course materials are on CD. The manual's chapters and headings were all book marked to allow Dee to easily move from one chapter to another. However, the code books have so many headings, subheadings and sections that the Victor Reader could not keep up.

In the meantime, Dee struggled to keep up with her coursework and apprenticeship. During the four-year program, students are in school for about six weeks a year; the rest of the time is on-the-job learning. Dee needed assistive technology that would be easily used in the classroom and on the job.

Now Dee has received a laptop with the manuals on CDs and a scanner to scan in documents. She uses Kurzweil to read the information aloud. It's a great fit for Dee, meeting both her classroom and job requirements. She can pull up the code on site, reference and check her work. Diagrams are available as well as explanatory text. Her employer is very supportive and provides a safe area for locking up her equipment at night.

Dee looks forward to getting her journeyman papers. With BC's building boom being so strong, she knows she has made a good career choice.

### **Example 3:**

When Daniel came to the EPPD program at Triumph Vocational Services, he was no longer able to pursue his passion for teaching art to young children. Due to Becker's Muscular Dystrophy, Daniel had lost the overall body strength and energy needed to maintain a traditional full-time job in the workplace. It was clear, however that Daniel was a talented and accomplished artist who, with proper support, could earn a living doing design work from home.

Daniel's vocational coach recommended a Functional Capacity Evaluation to determine what adaptive equipment and technology would be suitable for him. As a result of the assessment findings, the EPPD program provided Daniel with the funding to purchase custom design software that enabled him to take on new graphic art projects. To alleviate Daniel's discomfort while sitting at his desk, EPPD collaborated with the Muscular Dystrophy Association to provide him with an ergonomic work station, a wheelchair and computer equipment.

Daniel has now completed several contracts for architectural design work and has an upcoming art show in Japan. He says "*The highlight of this program would be seeing the genuine interest and desire of my coach and support staff in helping me to achieve my goals. I always thought my disability would be something I would have to just endure, I didn't know help like this was available.*"

## Volunteer Initiatives

### ***Initiative Objectives:***

The objective of Volunteer Initiatives is to assist clients to achieve their social potential and encourage active participation in employment-related activities.

### ***Initiative Description:***

Volunteer Initiatives are intended for recipients of disability assistance who are unable to enter an employment or training plan at the present time, but who wish to pursue a volunteer placement with a non-profit community agency in a designated volunteer position.

The Community Volunteer Supplement is the primary volunteer initiative that is available to eligible clients of the Ministry of Housing and Social Development. It provides up to \$100 per month to be used towards volunteer costs such as transportation, clothing and other incidentals.

### ***Target Population:***

Clients of the Ministry of Housing and Social Development with no employment obligations – primarily Persons with Disabilities (PWD) or Persons with Persistent Multiple Barriers (PPMB) designations.

### ***Priority Areas Addressed Under the LMAPWD:***

- Employment opportunities

### ***Commentary on Indicators:***

Volunteer Initiatives acknowledge that employment may not currently be a realistic outcome for some individuals. However, volunteering encourages them to participate more fully in their communities and moves them along the continuum towards independence and self-reliance.

## Ministry of Housing and Social Development

### Volunteer Initiatives

#### Indicators of Success:

- In March 2008, Volunteer Initiatives had 5,509 participants<sup>8</sup>, indicative of at least the same number of volunteer placements. This is an increase in participation of 26.7 percent over last year as a result of the staff efforts to ensure maximum enrolment in the program.
- The Volunteer Initiatives budget was increased from \$5.3 million to \$7.8 million during fiscal year 2007/08 to address increased demand due to the work of the regions in promoting the program.

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<sup>8</sup> Ninety-seven per cent of participants were designated to be persons with disabilities.

## Community Living British Columbia

### Supported Work Placements<sup>9</sup>

#### *Program Objectives:*

- Supported Work Placements provide opportunities for adults with developmental disabilities to integrate into the workforce
- They assist individuals with developmental disabilities in accessing work experience placements and in finding and keeping employment
- They promote and market the concept of supported work in the community

#### *Program Description:*

The Supported Work Program offers adults with developmental disabilities a combination of work experience, ongoing support and training to assist them to find and maintain employment. Assistance to the individual can be in the form of work experience and related training, combined with on or off site supervision and support. The supported work program enables individuals with developmental disabilities to find and compete for jobs; it is not, however, a job creation program.

Through this program, Community Living British Columbia can fund various types of supported work services such as individual placements, work stations in industry, or mobile work crews, in a variety of work settings (e.g. industry, business, and government). Funding can be directed towards the individual, the employer or the community, either to provide direct services or to develop and promote the concept of supported work placements. The program is not intended to duplicate or replace supported work programs through Human Resources and Skills Development Canada.

#### *Target Population:*

Adults with developmental disabilities

#### *Priority Areas Addressed Under the LMAPWD:*

- Education and training
- Employment participation
- Connecting employers and persons with disabilities
- Building knowledge

#### *Commentary on Indicators:*

CLBC undertook a complete review of its Supported Work Placement Program carried out by Queenswood Consulting Group during October and November 2007. The review sought to determine how supported work programs are meeting the original objectives of the program, whether those objectives are still reasonable and what impact programs have had on individual outcomes.

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<sup>9</sup>Supported Work Placement program was transferred from the Ministry of Children and Family Development, in July 2005, to Community Living British Columbia, the Crown Agency responsible for adults with developmental disabilities.

The scope of the review included the following components/indicators:

- The number and location of agencies providing supported work services
- The number of clients served
- The nature of services provided through supported work programs
- The cost of services provided through supported work programs
- How supported work programs are operated by agencies
- What is working well with current supported work programs
- Issues relating to the operation and administration of supported work programs
- Issues relating to meeting the stated objectives of the program

Queenswood provided the following estimates of overall client activities across BC based on a review of a representative sample of programs. (note that clients can be involved in more than one type of activity):

Total Clients	1534
Working	1105
Type of Work:	
Paid Integrated (-3 yrs)	597
Paid Integrated (+3 yrs)	320
Employed by Agency	199
Self-Employed	24
Job Search	181
Pre-Employment Program	178
Volunteer/Work Experience	232

The report identified program strengths as follows:

- Ensuring that individuals are job-ready before placing them in a work situation
- Providing one-on-one, on-site job-coaching support
- The ability to “job-carve” (combining portions of existing jobs to create a job that is suitable for a given client)

The report also identified the following recommendations for building on the strengths of the program:

1. Retain and better communicate to agencies the objective of three years to independent work
2. Retain flexibility in the three-year goal
3. Retain structural flexibility of supported work programs
4. Review supported work contracts with agencies
5. Assist agencies to transition away from a vocational approach
6. Create communications links and networking opportunities
7. Review the inappropriate placement of clients in work situations

CLBC is addressing the recommendations through the CLBC Employment Initiative that is to develop a strategy that will increase the employment opportunities for people with developmental disabilities in BC. The key components include:

- Communication and awareness campaign – promote employment of people with developmental disabilities within CLBC and in the community
- Promoting an employment first culture within CLBC, with families, self-advocates, school systems, and service providers
- Reviewing and recommending policy/guidelines/accountability framework that supports an increase in employment for people with developmental disabilities

### ***Success Stories:***

The following two examples provide insight into the kind of successes individuals have experienced because of access to Supported Work Placements:

#### **Example 1:**

Major grocery stores in BC have hired many individuals with developmental disabilities with the support of employment agencies throughout the province. It is not uncommon to see people with disabilities working alongside their co-workers in major grocery stores across BC.

#### **Example 2:**

In the Central Okanagan, CLBC has facilitated a Rotary-sponsored employment initiative along with several supported employment agencies. This initiative is truly community based; it is taken on by local rotary clubs with minimal support from CLBC and the agencies. So far, 16 people with developmental disabilities are employed by Rotarian-owned or run businesses. The majority of these employees only have minimal external agency support.

## **Ministry of Health Services**

BC's regional health governance structure consists of six health authorities – a Provincial Health Services Authority and five geographic health authorities:

- Northern Health
- Interior Health
- Vancouver Island Health Authority
- Vancouver Coastal Health
- Fraser Health

Within these five health authorities are 16 health service delivery areas with boundaries that reflect the province's geography, as well as patient and physician referral patterns.

Each health authority has responsibility for delivering a defined set of health programs and services. A general description of each service related to mental health and addictions follows, but the specific services provided in each health authority may vary.

## Mental Health and Addictions Services

### *Service Objectives:*

Mental Health and Addictions Services include several programs, delivered by BC's regional Health Authorities under the Mental Health and Addictions sectoral umbrella that tie into the goals of the LMAPWD. These programs deliver services to increase independence of British Columbians with mental illness and/or substance use disorders by increasing their social, vocational and financial status through:

- Enhanced ability to enter and complete education and training
- Improved basic skills, work habits and behaviours
- Increased levels of confidence and self-esteem
- Enhanced job skills
- Increased work experience
- Enhanced ability to obtain and maintain competitive employment

### *Service Descriptions:*

#### **Case Management**

To assist clients with mental illness such as depression and anxiety disorders in employment crises, providing assessment, treatment, and access to a full range of services, including vocational services. These services support clients to attain and increase various levels of employment and educational functioning and support in the areas of education, connecting with employers, employment participation and employment opportunities.

#### **Pre-Employment/Education Support**

To improve basic work habits, skills and behaviours of clients with severe mental illness. Pre-employment and education support increases independence, community and social integration, and enhances skills in volunteer participation. Work experience increases job confidence.

#### **Supported Education**

To assist clients with severe mental illness to successfully prepare for, enter and complete education and training programs. It improves educational status, community and social integration, and increases the individual's social, vocational and financial independence.

#### **Supported Employment**

To assist individuals with severe illness in obtaining and maintaining competitive employment through ongoing support. This program increases individual and employer job satisfaction and increases the individual's economic independence. Supported Work also improves basic work habits, skills and behaviours.

### **Therapeutic Volunteer**

Assists individuals with severe mental illness to participate in volunteer placements and develop vocational and life skills through volunteer placement. It also increases their level of independence, community and society integration, confidence and vocational skills.

To illustrate the diversity of regionalized mental health programs, a more complete description of the distinct programs and services for persons with mental illness available through a few health authorities is showcased at the end of this section on Mental Health and Addictions Services.

### ***Target Population:***

British Columbians with serious and persistent mental illness and/or concurrent substance abuse.

Priority Areas Addressed Under the LMAPWD:

- Employment participation
- Employment opportunities
- Connecting employers and persons with disabilities
- Building knowledge
- Education and training

### ***Commentary on Indicators:***

The availability of provincial Mental Health and Addictions Services administrative data specific to the requirements of the LMAPWD is presently limited. The Ministry of Health Services has developed province-wide minimum reporting requirements for health authorities for Mental Health and Addictions. However, the Ministry is currently in the process of enhancing the minimum reporting data set which will provide information to develop indicators for the LMAPWD. Mental Health and Addictions Services, funded by the Ministry of Health Services are delivered and managed by health authorities throughout the province. Health authorities may collect specific client and program information concerning these programs within a regional database and therefore may be able to establish regional indicators relevant to the programs and services within their region.

To enhance accountability and improve outcomes and integration of people with disabilities due to serious mental health and addiction problems, the Ministry of Health Services has a number of strategic initiatives underway. These initiatives relate to mental health and addictions programs and services and are undertaken collaboratively with Health Authorities and with the Centre of Applied Research in Mental Health and Addictions (CARMHA) at Simon Fraser University. The intent of these initiatives is to improve information reporting and performance measurement, which will improve support, care and treatment of persons with disabilities to enable them to participate in supported employment and education. These initiatives include:

- Development and implementation of an Integrated Mental Health and Addictions Minimum Reporting Requirements (MHA-MRR);

- Mental Health and Addictions Quality Indicators Project (MHAIP); and
- Improved reporting of Psychosocial Rehabilitation Services through Health Authorities Management Information System (HAMIS).

***Mental Health and Addictions Minimum Reporting Requirements (MHA-MRR):***

The Ministry of Health Services is working collaboratively with health authorities in identifying clinical and non-clinical data elements relating to inputs, outputs and outcomes. This information will allow the Ministry to ensure that persons experiencing disabilities due to the serious and advanced state of their mental illness and or addiction are coming into contact with the system and are supported through educational training, supported employment and volunteer programs to help build their self- esteem and self-confidence. The project is currently underway and the first phase (development phase) of the project is complete. The Ministry is currently exploring options for developing the application to receive data from health authorities. The full implementation will depend upon the readiness of health authorities with regard to their Information Management / Information Technology business plans.

***Mental Health and Addictions Quality Indicators Project (MHAIP):***

CARMHA worked collaboratively with health authorities and key stakeholders on the MHAIP project. The purpose of this project was to develop quality indicators to assist in performance assessment and program monitoring.

It is expected that quality indicators will be continuously improved and new indicators explored. Future refinements of this report will include indicators that are based on information from existing administrative databases and surveys that will assist the ministry in assessing how persons with serious and persistent mental health problems are doing in areas of supported employment, supported education and training.

***Health Authorities Management Information System (HAMIS):***

Health authorities report significant amounts of data to the Ministry through HAMIS. Mental Health and Addictions programs of the Ministry are now working to identify areas relating to Psychosocial Rehabilitation Services (Employment Support services, Supported Volunteer services, Education Support services etc.) for which data will be reported regularly for the ministry to monitor program uptake and service use.

**Ministry of Health Services  
Mental Health and Addictions Services – Case Management Services Only  
Indicators of Success:**

- 48,999 adults received Mental Health Case Management Services of which at least 7,589 adults were in employment crises and treated for depression and anxiety disorders.

These indicators may be understated as the purpose of existing recording systems is not primarily focused on LMAPWD reporting requirements.<sup>10</sup>

**Showcase of Programs and Services for Persons with Disabilities through a number of Psychosocial Rehabilitation Services across certain regions of the province:**

A number of psychosocial services are provided to clients in the Lower Mainland. These services include Work Services, which empower individuals to make informed choices, develop work skills and habits, engage in volunteer work, gain work experience, and achieve and maintain employment. The following is a showcase of these programs:

**a) Langley Stepping Stone Rehabilitative Program**

Langley Stepping Stone Rehabilitative Society provides a number of programs including psychosocial rehabilitation to help adults recovering from mental illness realize social, vocational and housing opportunities in the community. It provides an opportunity for its members to learn basic work skills in a safe and supportive environment.

This program focuses on rehabilitation which includes education and support for individuals to live independently. Aside from providing basic work skills to its members, the programs help in housing search, wellness education, coping skills and basic life skills.

**b) Canadian Mental Health Association – Kamloops Branch Clubhouse**

The Kamloops Clubhouse program provides a wide range of personalized services and education in the domains of personal life, leisure, education and work. The program provides stability, competence, and self esteem, enabling individuals with serious and persistent mental illness to participate as fully as possible within the community.

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<sup>10</sup>Information based on the Ministry of Health Services Minimum Reporting Requirement/Client Patient Information Management System – Integration of June 5, 2008. Inpatient locations have been excluded. Client age is based on the MHS-MRR Clients table. The client's age is determined by the client's age at the end of the fiscal year. Client date of birth data is not updated from Client Registry and only represents the client's date of birth as submitted by the Health Authority at the time the client is first entered into the Mental Health Data Warehouse. Service events occurring before the first contact date of the care episode or occurring after the discontinue date of the episode have been excluded.

The psychosocial clubhouse provides a community-based rehabilitation program that is designed to help persons with psychiatric disabilities/disorders to optimize their personal, social, and vocational competency in order to live successfully in the community. The Clubhouse Program encompasses, but is not limited to, the following activities:

- Apparel Shop
- Community Arts
- Computer Labs
- Gift Shop
- Greenhouse
- Newsletter
- Clubhouse Council/Member Meetings

**c) Canadian Mental Health Association – Kelowna Branch**

*Wellness Development Centre*

The centre offers a variety of programs to allow consumers recovering from a mental illness to volunteer in a safe, structured environment and at the same time regain social skills and self-esteem. These programs are designed to support and encourage consumers to work toward independence, employment and integration into the community and are as follows:

*Vocational Programs*

Provide assistance and support to members to gain employable skills in a safe team oriented environment relating to:

- Kitchen work
- Janitorial services
- Recycling
- Grounds and Building Maintenance
- Reception

*Rehabilitation Programs*

Provide opportunities for members to take part in a variety of different activities/ workshops developed to enhance an individual's mental, physical, emotional and spiritual wellness. For example, life skills workshops, community activities, etc.

**d) Capital Mental Health Association – NetWorks Employment Solutions**

This is a Work Assistance program targeted towards persons with mental illness who are able to gain paid employment.

Services include: Individualized, dynamic, one-on-one employment counselling and job search support as well as ongoing assistance once employment has been attained. Support is designed according to client needs and is available for as long as required which may include progression through more than one job over time.

Support may include: exploring job preferences, skills, interests and motivation. Support with resumes, cover letters, interview practice as well as helping clients “pound the pavement” out in the community to find work.

***Supported Employment:***

Once employment has been secured, services include ongoing support for clients to increase job retention through practical support and problem solving, either “behind the scenes” or at the workplace in partnership with the employer. The client decides the level of support as well as how, or if disclosure of their mental illness to an employer would be beneficial. Staff may assist in negotiating job site accommodations if needed/wanted.

***Education Coaching:***

The CMHA – Victoria education coaching program directly assists students who have experienced mental health problems to be successful in the educational setting of their choice. The supports are provided for both formal and informal educational goals. The educational coaching leads them to supported employment and other employment opportunities. Hundreds of successful post-secondary students in BC balance classes, assignments, study, friends and family as well as the symptoms, medications, and stigma of mental illness.

Services include direct assistance with assessment, course selection, registration, accompaniment to class or appointments, study skills and problem-solving, accommodation issues, access to funding, tutoring, educational goals, and planning.

## **Addictions Services**

***Service Objectives:***

One objective of Addictions Services, which are delivered by BC’s regional health authorities, is improved vocational and educational functioning through reduced substance use.

***Service Description:***

Addictions Services are comprised of the following three major components. Clients may be served through outpatient services, or may participate in a combination of components if required. Generally, clients will go to outpatient services following residential treatment or supportive recovery services. These services offer flexible schedules to accommodate the client’s employment and training needs.

### **Outpatient Services (Addictions Services only)**

Screens, assesses and stabilizes clients to determine the most appropriate services, and provide treatment services and support. Individuals in employment crises benefit from improved vocational and educational functioning. Outpatient Services include Day/Evening/Weekend (DEW) Treatment.

**Residential Treatment (Addictions Services only)**

Provides daily intensive treatment in a residential setting for a limited period of time. Individuals benefit from improved vocational and educational functioning, decreased legal problems and improved social functioning.

**Supportive Recovery (Addictions Services only)**

Provides a safe, substance-free, supportive time-limited residence. Residents may attend work re-entry or other vocational / educational preparation programs facilitated by the support recovery program staff. Individuals benefit from improved vocational and educational functioning, decreased legal problems and improved social functioning.

***Target Population:***

British Columbians with substance use disorders.

***Priority Areas Addressed Under the LMAPWD:***

- Employment participation
- Employment opportunities
- Connecting employers and persons with disabilities
- Building knowledge
- Education and training

***Commentary on Indicators:***

Client admissions and discharges are the available province-wide indicators for Addictions Services that are pertinent to LMAPWD reporting requirements. Furthermore, the Ministry of Health Services has compiled extensive reports on planning and best practices which guide these services.<sup>11</sup>

Like the Mental Health and Addictions Services, Addictions Services are delivered and managed by health authorities throughout the province. Health authorities may collect specific client and program information concerning these programs within a regional database and therefore may be able to establish regional indicators relevant to the programs and services within their region.

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<sup>11</sup>Every Door is the Right Door – A British Columbia Planning Framework to address Problematic Substance Use and Addiction, May 2004 is available at: [www.housing.gov.bc.ca/ptf/framework\\_for\\_substance\\_use\\_and\\_addiction.pdf](http://www.housing.gov.bc.ca/ptf/framework_for_substance_use_and_addiction.pdf)

Like the Mental Health and Addictions Services, Addictions Services are delivered and managed by health authorities throughout the province. Health authorities may collect specific client and program information concerning these programs within a regional database and therefore may be able to establish regional indicators relevant to the programs and services within their region.

**Addictions Admissions and Discharges  
by Program Grouping Provincial  
2004/05 to 2007/08\***

**Total Admissions and Discharges**

<b>Fiscal Year</b>	<b>TOTAL</b>		<b>Outpatient Services</b>		<b>Residential Treatment</b>		<b>Supported Recovery</b>	
	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>
2004-2005	14,751	12,603	2,358	2,255	1,456	1,419		
2005-2006	14,638	13,526	2,470	2,437	1,298	1,251		
2006-2007	14,058	12,521	2,331	2,229	1,247	1,189		
2007-2008*	10,997	9,276	1,538	1,601	841	831		

**Total Unique Number of Clients Admitted or Discharged**

<b>Fiscal Year</b>	<b>UNIQUE</b>		<b>Outpatient Services</b>		<b>Residential Treatment</b>		<b>Supported Recovery</b>	
	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>	<b>Admissions</b>	<b>Discharges</b>
2004-2005	13,326	11,380	2,254	2,166	1,201	1,179		
2005-2006	13,335	12,334	2,310	2,283	1,113	1,080		
2006-2007	12,967	11,688	2,164	2,092	1,067	1,021		
2007-2008*	10,190	8,765	1,479	1,535	736	727		

\*2007/08 – Year to Date, Batch Load March, 2008

[www.health.gov.bc.ca/library/publications/year/2004/framework\\_for\\_substance\\_use\\_and\\_addiction.pdf](http://www.health.gov.bc.ca/library/publications/year/2004/framework_for_substance_use_and_addiction.pdf)

Best Practices for Psychosocial Rehabilitation and Recovery is one of seven mental health best practices reports for BC's Mental Health Reform. This report focuses on education and employment, and is available at: [www.health.gov.bc.ca/library/publications/year/2000/MHABestPractices/bp\\_psychosocial\\_rehab.pdf](http://www.health.gov.bc.ca/library/publications/year/2000/MHABestPractices/bp_psychosocial_rehab.pdf)

## Ministry of Advanced Education and Labour Market Development

### Disability Services

#### *Program Objectives:*

The primary objective of Disability Services is to provide reasonable access to post-secondary students with disabilities to increase their participation and success.

#### *Program Description:*

Disability Services are provided in 21 public post-secondary institutions. Institutions provide direct supports and services for students with disabilities, including transition services (orientation, instructor-student liaison, exit planning), support services (tutors, interpreters, accommodation planning) and special equipment and resources.

#### *Target Population:*

Public post-secondary students with cognitive, developmental, mental, learning and/or physical disabilities.

#### Priority Areas Addressed Under the LMAPWD:

- Education and training
- Building knowledge

#### *Commentary on Indicators:*

The area of services for students with disabilities is difficult to measure. The difficulty arises because it is not necessarily the participation in the program itself that measures success, but rather the services that are vital supports for the students' success in the wider fields of post-secondary education and the labour market.

For all Ministry of Advanced Education and Labour Market Development programs, the indicators will provide participation rates to highlight the level of support that is available and has been accessed by students with disabilities in the post-secondary sector.

As well, where applicable, there will be indicators of the labour market outcomes of students with disabilities. These cannot necessarily be tied to a particular program, but highlight the success of the combined efforts of all disability programs and services in preparing students with disabilities for the labour market.

For Disability Services, the indicators of the level of support available and accessed are the number of participants and how many of these participants completed a program or accessed a service.

The supports provided through the Disability Services program and other support services increase retention and completion of post-secondary education, which provides a solid foundation for labour market participation. The final measure provides the labour market outcomes for self-identified, self-defined students with disabilities 9 to 20 months after they have left their college education. The Ministry is currently working with the university sector to attain similar data.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

**Ministry of Advanced Education and Labour Market Development  
Disability Services<sup>12</sup>  
Indicators of Success:**

- Disability Services had 9,428 participants in the program, and 6,744 participants completed a program or service.

**Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:**

- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.
- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

\*gross hourly wage from main job

Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>13</sup>

**Disability Services Success Story 1:**

JE, a young woman with Aspergers Syndrome continues to work towards completing the Social Services/Worker diploma. Her GPA has remained between 3.9 at its lowest and 4.1 her highest. As her studies have progressed, she has considered what areas of social work she will choose to work in once in the field. She recognizes that she has much to offer others with disabilities and will most likely pursue this goal. JE has become a strong advocate for others who share a similar diagnosis to herself. She is currently setting up the foundation of a community support group for families and adults in hopes of alleviating some of the misunderstandings regarding Autism Spectrum Disorder through shared experiences. She plans to write a book in the future entitled Elchie the Aspie - Tales from the Underdog. Students who are given the opportunity to learn are often inspired to community contribution beyond employment alone.

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<sup>12</sup>Data is not available from Nicola Valley Institute of Technology and Selkirk College.

<sup>13</sup>Labour market outcomes information for students with disabilities (drawn from the 2008 BC College and Institute Student Outcome Survey) will not be available until Oct 2008.

### **Disability Services Success Story 2:**

G, another student in the Social Services/Worker diploma program has completed the certificate program. When he lost his vision in high school he was not sure what his future would be. With incredible family support and two siblings who had already charted a path in post-secondary, G took the plunge. He had very little adaptive technology knowledge or experience as a learner and had never utilized alternate format textbooks. With determination, an attitude second to none, and with access to CILS and ATBC he has become a very successful independent learner. G completed his course work with a B average, will now take one year to travel to India and Australia then decide to work or continue on to the University.

### **Adult Special Education (ASE)**

#### ***Program Objectives:***

ASE aims to provide opportunities for students with cognitive and developmental disabilities to acquire the skills needed for success in academic or employment related programs or to move directly into the workplace either part-time or full time.

#### ***Program Description:***

Sixteen public post-secondary institutions across British Columbia offer ASE programs. College programs include Employment Preparation, Vocational Skills Training and Academic Skills Development.

#### ***Target Population:***

Public post-secondary students with cognitive and developmental disabilities

#### ***Priority Areas Addressed Under the LMAPWD:***

- Education and training

#### ***Commentary on Indicators:***

The Ministry of Advanced Education and Labour Market Development uses student full-time equivalents (FTEs) as its key measure of student enrolment activity at each public post-secondary institution. The FTE measure converts all full- and part-time student enrolments into the equivalent number of full-time enrolments based on a full course load. Therefore, a student taking a full-time course load would generate one FTE, while a student taking a less than full-time course load would generate less than one FTE.

An increased number of student FTEs indicate increased participation in post-secondary education among students with disabilities.

The Ministry has completed a three-phase ASE Cohort Study. Phase one provides an inventory of the different programs being delivered in BC's public post-secondary

institutions; Phase two provides information about learners who apply to ASE programs; and Phase three provides information about what learners are doing after they leave their programs of study.

See website: [http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/ASE\\_Omnibus\\_Report.pdf](http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/ASE_Omnibus_Report.pdf)

**Ministry of Advanced Education and Labour Market Development  
Adult Special Education  
Indicators of Success:**

- Adult Special Education (ASE) had 932.7 FTEs in the program who were enrolled and received ongoing support. The funding per student ratio is estimated at \$7,965 per FTE.

Achieved Goals, by Type of Goal						
Achieved Goals						
	No.	All	Some	None	Unknown	
Academic Goals	33	73%	12%	6%	9%	100%
Employment Goals	259	77%	18%	1%	4%	100%
Personal Success	15	80%	13%	0%	7%	100%
Vocational Skills	14	86%	0%	7%	7%	100%
Other	8	75%	13%	0%	13%	100%

- 77 percent ASE students achieved their goals of enrolling in the programs
- Overall, large majorities said they had been helped. Of the former students who took a program or course that had employment preparation or vocational skills training as stated objectives, 80 percent said their studies helped them prepare for work. An even higher percentage—84 percent—of those who took a program or course that included personal success or life skills development as goals said they were helped to become more independent.
- 70 percent of those who took a program or course with academic or literacy skills development as objectives said it helped them develop those skills.
- Many former students noted that they had increased their independence and developed self-confidence

*Source: Exit Survey Report Phase II of the Adult Special Education 2006 Cohort Study*

***Adult Special Education Success Story:***

Before entering the program, H's schooling was erratic because there was not a special education program in her school and the regular classroom couldn't provide adequately for her needs. When she entered our program, she was working at about a Grade 4 level. H was sharing an apartment with a roommate; both had care-aid assistance. H has cerebral palsy. She uses a wheelchair, has limited speech and fairly good use of her hands and is

able to operate a keyboard without extensive assistance. Her motivation was good, and she attended the program five days a week. H went through the regular intake procedure for the program. We interviewed her to determine her goals, appropriateness for our program, and computer skills. We assessed her needs for specialized equipment and gave her a writing assessment to determine her literacy level. The program teaches literacy and numeracy using speech-assisted computers. It runs for two semesters per year, 15 weeks per semester, 5 hours a day. Students attend as many days and hours as their energy allows.

H took part in a language experience approach to literacy. She wrote from her own life experience and kept a journal and a portfolio and worked with the instructor one-on-one. She eventually worked her way up to a Grade 9 level of literacy and left our program to attend our regular Adult Basic Education program.

### **College and Institute Library Services (CILS)**

#### ***Service Objectives:***

To foster increased rates of participation in and completion of post-secondary education for students with print impairments.

#### ***Service Description:***

CILS provides information services to post-secondary students in a format that they can use, in order to encourage increased rates of participation and completion in post-secondary education for students with print impairments.

#### ***Target Population:***

Public post-secondary students with print impairments.

#### ***Priority Areas Addressed Under the LMAPWD:***

- Education and training

#### ***Commentary on Indicators:***

In order for students with print impairments to access the post-secondary curriculum in a manner equivalent to other students, many of them require that their learning materials are transcribed in to alternate formats such as audio books, large print versions of texts, Braille, CD ROMs, tactile graphics and electronic texts that can be used with adaptive equipment, including Braille printers.

The supports provided by CILS are captured in two indicators: the number of activities that CILS undertakes and the number of new titles in alternate formats that are created to build capacity.

These supports help increase the post-secondary completion rate of students with print impairments, which provide a solid foundation for labour market participation and leads to improved labour market outcomes. While the labour market outcomes measures from

the Colleges and Institutes' Student Outcomes Survey do not allow for the differentiation of students with print impairments, they do provide an overall view of the effect of post-secondary education completion on labour market outcomes for self-identified and self-defined students with disabilities, 9 to 20 months after leaving their college education.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

**Ministry of Advanced Education and Labour Market Development  
College and Institute Library Services  
Indicators of Success:**

- 486 students from different institutions accessed CILS, allocated as follows across the province: Learning Disabilities: 310, Visual Impairment: 88, Blind: 11, Physical Disability: 31, Multiple Disabilities: 5, Braille Users: 11, and Others: 21.
- In addition, 24 students requested CILS services from other BC post-secondary institutions: Simon Fraser University, University of British Columbia and University of Victoria.
- CILS completed 557 products in alternate formats as follows: electronic texts (accessible) 59 percent, digital audio books in CD formats (MP3) 20 percent, Text Readable PDF 12 percent, DAISY books (including synthesized voice) 4 percent, DAISY books (Human voice) 3 percent, PDF (image) 2 percent, and Large print (print) 1 percent.
- Courses ranged from Aboriginal education, adult literacy, business, tourism, ESL, health and human services, computer sciences, creative and applied arts, liberal arts and language, trades to science and technology.
- 1151 items were sent from CILS and partner agency collections and loaned to students. These included E-texts 48 percent, digital audio 20 percent, PDF e-text 11 percent, DAISY 8 percent, Analogue audiobooks 8 percent, PDF (image) 6 percent, Large Print (paper) 1 percent, and Braille 0.2 percent.
- In relation to the “10 by 10 Challenge”, CILS provided work opportunities for students in various vocational and academic programs to gain employment skills and experience. CILS actively encouraged work practica and contracted work projects at CILS through the pre-employment and employment phases. It also assisted CILS employees to learn about workplace accommodations for people with disabilities.

**Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:**

- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.

- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

\*gross hourly wage from main job

Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>14</sup>

### **What Our Clients Say about CILS?**

#### **Students:**

CILS is a lifeline..., a life saver, ...empowering.

You can't imagine how hard studying is without this help.

Thank you for all your help, you've made school so much easier for me and I really can't thank you enough.

The Study Guide is working really well. And I couldn't have got it at a better time. I got it about 2 weeks before an exam, which is when I like to start studying.

CILS is crucial for me; I need those materials.

The materials that CILS has provided have helped me a great deal in my coursework. My courses have required that I do a large amount of reading which is difficult for me because it tires my eyes. The audio and e-text materials I have used made it possible for me to keep up in my courses. Also, the people at CILS have always been very helpful and they always work hard to get me the materials I need. I would love to get more human-voice DAISY books, but I realize that this takes a long time and a lot of money to produce. Sometimes it takes a while to get the materials I need, but I do understand that the people at CILS are working as fast as they can with the personnel and resources they have.

CILS helps to get a good grade, or...a better grade.

CILS helps prepare me to get a job...the more education I have the better chance of getting a job.

CILS means that I can be like everyone else in class.

If I can listen first and then read, I can understand.

Thanks again; sometimes an update helps calm my nerves! Have a great day and thanks so much for being so kind to me.

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<sup>14</sup>Labour market outcomes information for public post-secondary students with disabilities (drawn from the 2008 BC College and Institute Student Outcomes Survey) will not be available until Oct 2008.

**Disability Coordinators:**

Thank you very much for your help. [The student] did very well in his course, and placed highly in some competitions.

We think you guys are doing a fantastic job; the service has always been efficient, including communication back and forth. We (students included) have also found it very helpful when your staff has direct contact with the students to explain the technology (as we don't know the intricacies like you do)

First of all, thank you very much for this weekly request update! I think it's a very useful feature, to help us keep track of our requests and the progress.

You provide an exceptional service.

You guys in CILS are just awesome. Thanks for your amazingly fast response.

So far, the student is finding everything from CILS to be very helpful, especially the CDs.

I am forwarding some more math modules (enlarged font). They looked fantastic and the student was really pleased with them.

The amount of work that is done to ensure alternate formats for students is overwhelming. I can use all the printed material, graphs and flow charts at future meetings to show what an elaborate process is followed to get the work done and why students need to come to see us early. Thank you very much, and please thank your staff for the hard work and timely work they do. We could not operate without CILS and the team you have working for you.

Thanks for the full-text DAISY synthesized voice production that you did for the student. He was extremely happy with the book and wanted to let you know to keep up the good work.

**Post Secondary Communication Access Services<sup>15</sup>**

***Program Objectives:***

Post-Secondary Communication Access Services coordinates and improves access to interpreting and captioning services in the public post-secondary education system.

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<sup>15</sup>Post Secondary Communication Access Services was formerly referred to as Post Secondary Communication Access Services Grant, and prior to that as the Interpreting Services Project.

***Program Description:***

Post-Secondary Communication Access Services ensures consistency and quality in interpreting and captioning services in the public post-secondary college and institute system for students with hearing loss. To accomplish this, Post-Secondary Communication Access Services provide centralized advising expertise to colleges, university colleges and institutes to assist in hiring interpreters and captioners and in the provision of support to students with hearing disabilities.

***Target Population:***

Public post-secondary students with hearing disabilities.

***Priority Areas Addressed Under the LMAPWD:***

- Education and training

***Commentary on Indicators:***

The number of students served is an indicator of the level of support provided by Post-Secondary Communication Access Services to post-secondary students who are deaf, hard of hearing and deaf-blind. The increased number of Typewell<sup>16</sup> transcribers and interpreters trained indicates success at ensuring sufficient capacity to meet the needs of students with hearing disabilities.

The Post-Secondary Communication Access Services assist students with hearing disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes. While the labour market outcomes measures from the Colleges and Institutes Student Outcomes Survey does not allow for the differentiation of students with hearing disabilities, they do provide an overall view of the effect of post-secondary education completion on labour market outcomes for self-identified and self-defined students with disabilities, 9 to 20 months after leaving their college education.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

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<sup>16</sup>Typewell is a speech to text communication software.

**Ministry of Advanced Education and Labour Market Development**  
**Post Secondary Communication Access Services**  
**Indicators of Success:**

- Post-Secondary Communication Access Services had 200 participants who are deaf, hard of hearing and deaf-blind. Of the total participants 165 students were enrolled in colleges, university colleges and institutes and 35 were enrolled in universities.
- In 2007/08, a total of 137 interpreters and Typewell transcribers registered in jobsline broken down as follows: 72 for interpreting screen, 40 for interpreting without screen, 19 transcribers and 6 oral interpreters.
- Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:
- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.
- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

*\*gross hourly wage from main job*

*Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>17</sup>*

**Post Secondary Communication Access Services Success Story #1:**

A student who is profoundly deaf is enrolled in upper level degree courses. She was achieving well academically in her seminars but struggling with lecture format classes. The latter are grounded in complex philosophical thinking and vocabulary. Classroom delivery often included the use of DVDs. Communication access was provided through an American Sign Language interpreter in first term.

PCAS worked with the disability service coordinator to arrange transcribing for the student's upper level English vocabulary requirements and captioned DVD's for her lecture based courses. The student was able to better access the ideas and vocabulary received in class, while the transcribed notes allowed her to focus on further learning and retaining the information after class. This increased her comprehension and ability to demonstrate her learning. At the same time, the fatigue of following an interpreter using unfamiliar, difficult vocabulary with few standardized signs was diminished.

She retained the interpreter to communicate her comments when participation was the focus or when oral presentations were an essential requirement. The interpreter was better able to prepare for a less rigorous schedule.

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<sup>17</sup>Labour market outcomes information for public post-secondary students with disabilities (drawn from the 2008 BC College and Institute Student Outcomes Survey) will not be available until Oct 2008.

### **Post-Secondary Communication Access Services Success Story #2:**

A student who is hard of hearing is enrolled in a marketing management diploma program. Communication access services in secondary school were limited to an FM system. The student chose to try accessing his course work without this support in his first term of college. He did not want to stand apart from his peers and could hear adequately to communicate in quiet social settings. However, the student found he was missing information and his grades were failing. He was debating withdrawing from his studies by mid-term.

When he registered with disability services, the coordinator worked with the student and PCAS to review the best approach to communication access. Updated documentation from an audiologist revealed that his hearing had diminished significantly in his right ear. Upgraded aides improved his overall oral understanding. At the same time, the student decided to utilize an FM system which had become much more discrete than the system he had used in Secondary school.

Consultation with the student's instructors revealed a mix of lecture based and seminar course work with a strong participation component. Courses scheduled in rooms with poor acoustics were moved to locations more conducive to communication access; and the student sat at the front in large lectures. He also used a conference microphone in seminars which improved access related to his peers' and instructor's comments, as well as his ability to participate.

### **Interpreting Services**

#### ***Service Objectives:***

Interpreting Services delivers interpreting and captioning services to public post-secondary students with hearing impairments.

#### ***Service Description:***

Interpreting Services are provided each year in 20 colleges, institutions and university colleges to cover part of the cost of interpreters and captioners for deaf, deaf-blind and hard of hearing students.

#### ***Target Population:***

Deaf, deaf-blind and hard of hearing public post-secondary students.

#### ***Priority Areas Addressed Under the LMAPWD:***

- Education and training

#### ***Commentary on Indicators:***

The number of students provided with the type of interpreting service they require is an indicator of the level of participation of students with hearing impairments in the post-secondary system.

Interpreting Services assist students with hearing disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes. While the labour market outcomes measure from the Colleges and Institutes Student Outcomes Survey does not allow for the differentiation of students with hearing disabilities, it does provide an overall view of the effect of post-secondary education completion on labour market outcomes for self-identified and self-defined students with disabilities, 9 to 20 months after leaving their college education.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

**Ministry of Advanced Education and Labour Market Development**  
**Interpreting Services<sup>18</sup>**  
**Indicators of Success:**

- Interpreting Services had 343 participants in the program.

**Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:**

- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.
- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

\*gross hourly wage from main job

Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>19</sup>

**Program for Institutional Loans of Adaptive Technology (PILAT)**

**Program Objectives:**

PILAT is designed to improve access to required adaptive technology within public post-secondary institutions for students in need of such adaptations.

**Program Description:**

PILAT provides adaptive equipment for students with disabilities to use on-site within an institution and formalizes the parameters for the loan of adaptive hardware and software.

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<sup>18</sup>Data is not available from Nicola Valley Institute of Technology and Selkirk College.

<sup>19</sup>Labour market outcomes information for students with disabilities (drawn from the 2008 BC College and Institute Student Outcomes Survey) will not be available until Oct 2008.

***Target Population:***

Public post-secondary students with disabilities

***Priority Areas Addressed Under the LMAPWD:***

- Education and training

***Commentary on Indicators:***

The number of referrals from post-secondary institutions and total number of students with disabilities served are effective indicators of the level of support and service provided by the Program for Institutional Loans of Adaptive Technology (PILAT).

PILAT is one of many programs that assist students with disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes. While current data does not allow for monitoring the labour market outcomes of individual recipients of PILAT assistance, the indicators below highlight the labour market outcomes for all self-identified and self-defined students with disabilities, 9 to 20 months after leaving their college education. The Ministry is working with the university sector to attain similar data.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

**Ministry of Advanced Education and Labour Market Development**

**Program for Institutional Loans of Adaptive Technology**

**Indicators of Success:**

- 66 referrals were received by the Program for Institutional Loans of Adaptive Technology with 157 post-secondary students with disabilities accessing the service.

**Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:**

- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.
- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

\*gross hourly wage from main job

Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>20</sup>

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<sup>20</sup>Labour market outcomes information for students with disabilities (drawn from the 2008 BC College and Institute Student Outcome Survey) will not be available until Oct 2008. Program for Institutional Loans of Adaptive Technology Success Story #1.

Ever hear of an assistive product called PIAF? No, it is not a famous French singer. It is a tactile embosser for making raised drawings. It is short for Picture In A Flash. Two institutions requested the use of a PIAF this year. One student was taking a Neuropsych course with lot of diagrams and line drawings that she had review for the course. The Institution requested the PIAF to make raised tactile drawings from these images so that the student could independently “view” the course material. The other institution was supporting a student in Psychology and Geography who required tactile representations of diagrams. The PIAF Tactile Display Maker allows line drawings such as graphs, maps, and line diagrams to be converted to raised tactile images, reducing the need for in-depth descriptions of diagrams during exams.

Access to raised drawings permits the students to be more independent in accessing visual images. The PIAF is not intended to be used by the students, but by staff in preparing documents for them. For staff, it is a way to provide graphical material tactiley, reducing staff time needed to describe these figures. Basically the PIAF provides a win-win situation for the students and the institution.

#### **Program for Institutional Loans of Adaptive Technology Success Story #2:**

A student in an ASE program needed to work on a computer in her ASE class. She was a Braille user and used a BrailleNote and a computer JAWS throughout high school supported by SET-BC. In the ASE class, she was required to read documents and produce written assignments. Okanagan College staff wanted the ability to scan documents related to the curriculum in order to transform them into an electronic format that was readable by JAWS. The student had purchased the BrailleNote from SET-BC since she was used to this portable Braille notetaker. Through a PILAT low utilization loan, the College received a computer with JAWS, monitor, scanner, Omnipage software, and MS Office and set up a workstation in the classroom. The plan allowed the student to connect her BrailleNote 32 to the computer as a Braille display; this way she was able to transfer documents back and forth between the computer and the Braille notetaker so that she had access to the class documents when working at home.

#### **Example of Service Provider Comments:**

I found the three presentations — two at Selkirk College, and the one at the DRN on “Reframing Disabilities” and “Universal Design & Social Model of Disability”, to be “eye-opening” and informative. The information presented has changed the way I see a person with disabilities. I now see an individual as to what “ability” they possess, and how we can build on it, rather than focus on the individual’s disability, and how can it be best accommodated. I also found your talk on goals, mission & vision statements and how they are worded very interesting. It has caused me to carefully scrutinize our goal & mission statement.

The AT-BC Workshop was very useful information for my job. I was shown new hardware, and was able to experience it hands-on, and at the same time given small demonstrations on it's uses, and told what devices and software would best suit what type of disability, for example the Classmate Reader. Andrea's clear, concise explanation of

the differences between Kurzweil 3000 and Read & Write, has provided me with more understanding as to who would benefit best from each of these specialty software programs.

Thank you so much for coming to our College and for providing these workshops at our institution, allowing many of our staff the opportunity to attend, because it was given in-house.

### **Assistance Program for Students with Permanent Disabilities (APSD)**

#### ***Program Objective:***

The objective of APSD is to assist students with permanent disabilities to deal with barriers and access public post-secondary education opportunities.

#### ***Program Description:***

The APSD program is available to part-time or full-time students attending BC post-secondary institutions taking either post-secondary level or upgrading courses. It is a financial needs tested program for students with permanent disabilities. The program provides grants of up to \$10,000 (\$12,000 for students requiring attendant care while in class) for exceptional education related services and/or adaptive equipment.

#### ***Target Population:***

Students with permanent disabilities attending public post-secondary institutions in British Columbia who have exhausted the Canada Study Grant for the Accommodation of Students with Permanent Disabilities or are taking upgrading courses.

#### ***Priority Areas Addressed Under the LMAPWD:***

- Education and training

#### ***Commentary on Indicators:***

The primary indicator of success for APSD is the number of participants who access the program. This indicator highlights the support available to students under this program, which will help to improve their participation, retention and completion rates.

The Assistance Program for Students with Permanent Disabilities is one of many programs that assist students with disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes. While current data does not allow for monitoring the labour market outcomes of individual recipients of APSD assistance, the indicators below highlight the labour market outcomes for all self-identified and self-defined students with disabilities, 9 to 20 months after leaving their college education. The Ministry is currently working with the university sector to attain similar data.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program

**Ministry of Advanced Education and Labour Market Development  
Assistance Program for Students with Permanent Disabilities  
Indicators of Success:**

- The Assistance Program for Students with Permanent Disabilities has had a steady increase in the number of participants accessing this program. In the 2001/02 program year, 148 students with permanent disabilities benefited from this program. In 2007/08, the number of students with permanent disabilities increased to 490. This represents an increase of 331 percent over six years.

**Labour Market Outcomes for Self-Identified and Self-Defined Students with Disabilities:**

- 78 percent of students with disabilities were currently in the labour force 9 to 20 months after leaving their college, university college or institute program.
- 67 percent of students with disabilities were currently employed 9 to 20 months after leaving their college, university college or institute program.
- Of those employed, 64 percent of former students with disabilities earned \$14 per hour or more (compared to 63 percent of former students without disabilities) and 87 percent earned \$10 per hour or more (compared to 86 percent of respondents without disabilities).\*

*\*gross hourly wage from main job*

*Source: 2006 BC College and Institute Student Outcomes (CISO) Survey<sup>21</sup>*

The following are two examples of different client outcomes from the APSD program:

**Success Story 1:**

I received my laptop in April of 2008, and as my class was almost finished I did not get much use of it in a school setting, but I did have the opportunity to complete my final assignment for the course. I have been spending the summer getting used to the laptop and also getting a head start on my upcoming course.

I was diagnosed with multiple sclerosis in 1999, and have been trying to complete my Management Certificate with some difficulty. Having MS means not being able to function normally in a class setting. My symptoms from MS are varied but having the laptop, means more flexibility to learn, and not always having to get to a computer in another building. Using the laptop I can remain in a comfortable position (such as lying down) and still complete my assignments and also read up on current material. Having the laptop also will allow me to complete my assignment for class in the hospital if necessary.

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<sup>21</sup> Labour market outcomes information for students with disabilities (drawn from the 2008 BC College and Institute Student Outcome's Survey) will not be available until Oct 2008.

During my class in the winter I did have an attack and missed about two weeks of my course. Had the laptop been in my possession I would have been able to keep up with my class in a more comfortable setting such as my bed. Not having the laptop meant that I had to stumble down the stairs in my house to get to the computer, and at times I would be very irritable when I finally got to the destination and found it difficult to work on the assignments that were given.

I am really looking forward to using the laptop in my class this fall. Having received the grant to purchase it has allowed me more freedom to not only learn but also remain in class during my MS relapses. Thank you so much for allowing me to receive this grant, and I hope that future students are just as appreciative of this grant. Thank you.—LP

**Success Story 2:**

I began upgrading at the Math 023 and English 027 level at North Island College in 2003. I have a learning disability that affects how I read, process, remember and write, making learning at a regular pace very challenging. I have received government grant funding (APSD) for tutoring, the loan of a laptop, scanner and Kurzweil screen reading software, all of my textbooks in alternate format from CILS, and this past year the purchase of a laptop, scanner, Kurzweil software and a printer.

I am now in my last two months of the Level C Welding program at North Island College and have good job offers. I don't think I would have achieved this without all of these supports. I would like to thank the Disability Supports office at North Island College and the Government ministries that make these student grants possible. It has definitely changed my life. Thank you.—SD

## Appendix 2

### Societal Indicators

Information provided by Social Development Canada from: the Survey of Labour and Income Dynamics (SLID) data, 2006.

Societal indicators about persons with disabilities in British Columbia have been produced using the Survey of Labour and Income Dynamics (SLID) data.<sup>22</sup> The SLID data used in this report have been provided by Social Development Canada to ensure a basis for comparable reporting across all jurisdictions.

**Table 1.** Employment rate<sup>23</sup> of individuals aged 16–64 by disability status, Canada, British Columbia, 2006.

<b>Geography</b>	<b>Employment Status</b>	<b>Total</b>		<b>Person has a disability</b>		<b>Person does not have a disability</b>	
		<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>	<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>	<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>
Canada	Total	21881	100	4198	100	14088	100
	Employed	11454	52.3	2053	48.9	9320	66.2
	Unemployed	227	1	78	1.8	147	1
	Not in the labour force	3279	15	1335	31.8	1656	11.8
	Other	3741	17.1	732	17.4	2965	21
British Columbia	Total	2927	100	510	100	1893	100
	Employed	1544	52.8	258	50.7	1270	67.1
	Unemployed	24	0.8	F	1.9	F	0.7
	Not in the labour force	442	15.1	138	27.2	263	13.9
	Other	458	15.6	104	20.3	347	18.3

Source: Statistics Canada, *Survey of Labour and Income Dynamics*, Custom Table R28250\_1.1.

<sup>22</sup> The 2004 Baseline Report for the Labour Market Agreement for Persons with Disabilities used the Participation and Activity Limitation Survey (PALS), 2001 for societal indicators. As PALS data is only collected every five years, all jurisdictions agreed to switch the reporting of societal indicators to the use of the annual SLID.

<sup>23</sup> Labour market status is reported using a variable from SLID signifying annual labour market status. That is, individuals are considered employed only if they are employed for the entire year and similarly for those unemployed and not in the labour force. People who are employed for only part of the year or who experience other changes in their labour market status are included in the other category. This approach provides a conservative or somewhat understated picture of overall employment experience.

Note: F too unreliable to be published

**Table 2.** Highest level of education of individuals aged 16-64 by disability status

<b>Geography</b>	<b>Education</b>	<b>Total</b>		<b>Person has a disability</b>		<b>Person does not have a disability</b>	
		<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>	<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>	<b>Estimated # (X 1000)</b>	<b>Rate (%)</b>
Canada	Total	21881	100	4198	100	14088	100
	Less than high school diploma	3504	16	909	21.7	2083	14.8
	Obtained High school diploma	2996	13.7	651	15.5	1945	13.8
	Some post-secondary (no certificate)	3181	14.5	530	12.6	2230	15.8
	Non-university post-secondary certificate	6109	27.9	1269	30.2	4142	29.4
	University certificate	4299	19.6	642	15.3	3236	23
British Columbia	Total	2927	100	510	100	1893	100
	Less than high school diploma	357	12.2	73	14.3	230	12.1
	Obtained High school diploma	462	15.8	88	17.2	305	16.1
	Some post-secondary (no certificate)	485	16.6	74	14.6	325	17.2
	Non-university post-secondary certificate	777	26.5	161	31.6	526	27.8
	University certificate	585	20	95	18.7	426	22.5

Source: Statistics Canada, *Survey of Labour and Income Dynamics 2006, Custom Table R2850\_2.0*.

**Table 3.** Distribution of earnings of individuals aged 16-64 by disability status. Canada, British Columbia, 2006

Geography	Income Group	Total		Person has a disability		Person does not have a disability	
		Estimated (X 1000)	Rate (%)	Estimated (X 1000)	Rate (%)	Estimated (X 1000)	Rate (%)
Canada	Total	18618	100	3043	100	12588	100
	\$1-\$4999	2612	14	609	20	1564	12.4
	\$5000-\$19999	4869	26.2	789	25.9	3234	25.7
	\$20000-\$29999	2421	13	414	13.6	1581	12.6
	\$30000-\$39999	2335	12.5	356	11.7	1606	12.8
	\$40000-\$49999	1797	9.7	247	8.1	1287	10.2
British Columbia	\$50000-\$59999	1280	6.9	172	5.6	910	7.2
	\$60000 and over	3304	17.7	457	15	2404	19.1
	Total	2489	100	397	100	1670	100
	\$1-\$4999	381	15.3	95	23.9	224	13.4
	\$5000-\$19999	660	26.5	101	25.5	422	25.3
	\$20000-\$29999	322	12.9	46	11.5	216	12.9
	\$30000-\$39999	267	10.7	38	9.5	188	11.2
	\$40000-\$49999	258	10.3	35	8.7	189	11.3
	\$50000-\$59999	166	6.7	23	5.9	123	7.4
	\$60000 and over	435	17.5	59	15	309	18.5

Source: Statistics Canada, Survey of Labour and Income Dynamics 2006, Custom Table R28250\_3.3

